

10-7-1969

Satyagraha Vol. 53 No. 11

Connecticut College

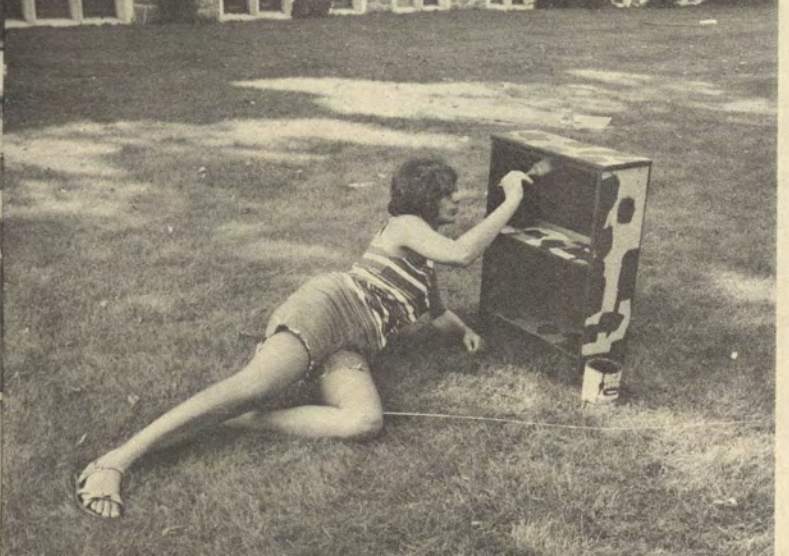
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Satyagraha

CONNECTICUT COLLEGE



Vol. 26, No. 11

NEW LONDON, CONNECTICUT

Tuesday, October 7, 1969

EUGENE McCARTHY TO SPEAK HERE

Senator Eugene McCarthy, a leading political figure during the election of 1968, will speak at Connecticut College on Thursday evening, Oct. 23, President Charles E. Shain announced at a meeting of the faculty last Wednesday.

The Minnesota Democrat is being brought to the College by the Frederick Henry Sykes Memorial Lectureship named in honor of the late educator who served from 1913 to 1917 as first president of the College.

The endowed lectureship fund was established by the Class of 1919, first to be graduated from Connecticut College.

The senator's talk in Palmer Auditorium will be open to students and the public with admission by ticket only. Details on how to secure tickets will be announced shortly.

Conn. Students Plan Day for Moratorium

by Linda Rosenweig

Following a faculty endorsement of the October 15 Moratorium on Wednesday by a vote of 57 to 37, students met in Branford living room the next evening to plan activities for the day of the Moratorium.

Katie See, President of College Government, opened the meeting by suggesting that a memorial service be held in the chapel the evening before the Moratorium, in memory of the more than 100,000 Americans and Vietnamese who have died in the war. Anyone interested in planning the service should contact Diane Levy or Rev. J. Barrie Shepherd.

Vigil to Follow Service

The memorial service will be followed by a candlelight vigil on campus.

Several seminars are in the planning stages, with topics emphasizing the history of American involvement in Southeast Asia, the problem of racism and Vietnam.

The function of the seminars is to provide students with facts about the war in Vietnam, so that they will be able to talk with members of the New London community in November.

Those present at the meeting felt that organizing for canvassing could not be accomplished effectively by the October 15 Moratorium, but the seminars during the October Moratorium could lay the necessary groundwork.

Betsy Frawley, Val Staples, Peter Vickery and Joan Weisberg are organizing the seminars.

Hundreds to Fast

Several hundred students on campus have indicated that they will fast all day on Oct. 15.

Another activity projected for October 15 is a rally in front of the Submarine Base in Groton.

Students hope that naval personnel there will join in the rally. Mary Graff is organizing the Sub Base rally.

At noon on the day of the Moratorium pending a permit, students will congregate in front of the New London post office to read the names of those who died in Vietnam during the past week. Organizers are Maurrie Brown and Barb Keshen.

Following the noontime reading in front of the New London post office, there will be a peaceful march down State Street. Hopefully, New London residents will again join Conn students.

This activity is being organized by Anne Linas, Linda Manno, Linda Rosenzweig, and Nancy Topping.

(Continued on Page 6, Col. 5)

FACULTY ABOLISHES TRADITIONAL COMPS

by Barbara Skolnik

As the chapel bells sounded throughout the campus, students of all classes joined many members of the faculty and administration in celebrating the long-awaited abolition of the comprehensive examination at Connecticut College.

Upon hearing the announcement of the abolition of comps, students spontaneously gathered outside of the home of the President of the College, Charles E. Shain, to sing the almanac and to express their enthusiasm for the faculty's decision.

By a 87 to 26 plurality, the faculty voted at its October 1 meeting to do away with any form of a comprehensive examination in all departments. There were two abstentions.

Any department wishing to institute a new program of integration as a requirement for its major must submit its proposal to the entire faculty for a vote.

This required faculty vote is in accordance with the established policy that all departmental programs which are included in the College catalogue must be voted on by the entire faculty.

However, President Shain indicated that it would be very unlikely for the faculty to approve any new program in an individual department which would be considered "in the language of a comprehensive."

Some Favored Integration

Although there were no faculty members who spoke in favor of the comprehensive examination, there were a few members who favored some form of integration for a student at the end of four years of study.

A few faculty members spoke against any form of comprehensive examination. According to President Shain, the general consensus of opinion was that comps are an outmoded institution whose time has come.

Proponents of the abolishment of comps were supported by a petition submitted to President Shain from the Class of 1969 after comprehensives last spring.

Fifty-eight percent of last year's graduating class (176) indicated by signing the petition that they "did not find Comprehensive Examinations to be a valid integrating experience of (their) academic life."

Class of 1969 Requests an "Honor"

The petition concluded that the "Class of 1969 would consider it an honor to be known as the last class to pass the Comprehensive Examination and hereby petition the faculty to abolish them."

In an attempt to institute some form of integrative study, the Instruction Committee presented a proposal for non-credit integrative work. This was tabled by the faculty until their next meeting.

The proposal read: "Each departmental or interdepartmental program shall include in its major requirement non-credit integrative work in the form of an examination, or paper, or other project."

"This work shall be evaluated on the basis of Excellent, Satisfactory, or Unsatisfactory, and the evaluation entered on the student's permanent record."



Mr. G's IS THE SCENE for student celebration following the faculty decision to abolish comprehensives.

photo by rosenzweig

"Unsatisfactory work shall not prevent graduation."

Voted to Admit Students

The faculty also voted to allow the five student members of the Ad Hoc Committee concerning Student Representation on Faculty Committees to attend the November 5 faculty meeting when the Committee's report will be formally presented.

The students will be present at the initial presentation of the report and will be allowed to answer questions from the faculty.

However they will be asked to leave when the faculty begins debating the report.

Conn's Males Initiate Draft Resistance Group

by Anne Lopatto

"The Draft Resistance Group is a body of individuals who feel that, for political, moral and religious or other reasons there is a basic inadequacy in the present direction of the United States' policy as witnessed in Vietnam and in the existing general Selective Service system."

The group hopes to create a more realistic awareness of the situation in the Connecticut College and the New London communities."

With these words, quoted from the charter of the Connecticut College Draft Resistance Group, Mark Litvin '73 opened the first formal organizational meeting on Tues., Sept. 30 in the Larrabee living room. More than 70 interested students attended the meeting.

Draft Counseling Proposed

Admitting that draft resistance means "different things to different people," Litvin suggested many ways in which group members could become active.

Students willing to take a 3-day course in draft counseling would be qualified to counsel those eligible for the draft on alternatives to induction.

Other students could help by distributing information on the draft, by taking part in a proposed campus radio show by doing office work or by assisting in the opening of a coffee house in the area.

Litvin hopes to organize his draft counseling board in the near future.

Charter members of the group are Mark Litvin, Phil Fergione, Russ Josephson, Barbara Keshen, Valerie Staples, Diane Levy, and Amy Nolan. Also included are Aries Ardit, Jeff Hauser, Jared Wibberly, Heidi Winter, Katie See, Drew Ketterer and Mary Alice Shepherd.

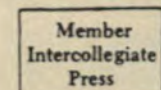


graphic by kane and koehne



KATIE SEE leads organizational meeting for October 15 Vietnam Moratorium.

photo by rosenzweig



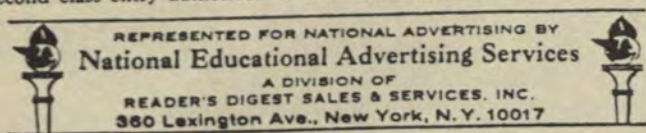
Satyagraha

Established 1916



Published by the students of Connecticut College every Tuesday throughout the college year from September to June, except during mid-years and vacations.

Second class entry authorized at New London, Connecticut.



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Editorial . . .

Where Will You Be?

Last Wednesday night, the campus enjoyed a unique moment of exuberance as students celebrated the abolition of Comprehensive Examinations. It is to be hoped however, that the revelry which pervaded Mr. G's did not obscure the fact for many students that there is an even more pressing issue which has yet to be decided by the faculty.

This issue is the consideration of transforming Conn. into a true college community.

True community government in essence means shared responsibility in all aspects of campus life.

It is the idea of this shared responsibility which must inevitably lead to the realization of student faculty participation in the legislation of our academic lives.

Last Thursday's open forum was devoted to a discussion of the theory behind joint student-faculty committees.

There are many who doubt our ability. We must first convince them of the legitimacy of our interest. An attendance of 35 students is not likely to convince anyone of our enthusiasm or readiness to undertake this responsibility.

It is not our desire to look back. Instead we should look ahead. This Thursday there will again be an open forum, this time to discuss some of the specific committees and the role that students can play.

This time there is no excuse for our absence.

What Can We Say?

Re: Comps: On behalf of the entire student body, the staff of *Satyagrah* would like to say thank you to the faculty. Thank you.

What Does It Mean?

Symbolic activity can sometimes be effective in arousing the emotions of others. But a symbol cannot change a person's mind; nor will it convince a citizen or his President that a war should be ended, and ended soon.

The October 15 War Moratorium, which was endorsed by both the students and faculty of this College, must be more than a shallow expression of guilt and sentiment. This day should not be used as an instrument for a cheap catharsis for the complacent. One day of activity cannot compensate for a year of inactivity.

Plans are being formulated to allow organized students to communicate their concern to the neighboring community. It is hoped that this attempt to consolidate public opinion against the war will lead to direct expressions of protest from the community to government officials.

The college community has formally denounced the war. The denunciation and the day are both symbolic gestures. But the urgency of the situation demands that we devote ourselves not to the symbol but to the commitment behind the symbol.

YALE SOCIETY TO "TAP" WOMEN

One of Yale's oldest underground senior societies has announced plans to accept women from Connecticut College as full members for this academic year.

The women will be selected and formally "tapped" within the next few weeks. They will then be expected to participate in Thursday meetings at Yale on Thursday evenings, and encouraged to take part in any other activities which the enlarged group might decide to undertake.

As in most of Yale's senior societies, the name, membership and meeting place of the society are closely-guarded secrets.

The specific activities of the group are also kept secret, although it is known that most senior societies engage in weekly or biweekly discussions focusing on interpersonal relations and self-examination, with the goal of achieving better understanding of oneself and one's peers.

Informality is the Rule

The society is very informal in its structure and operation. It is completely free of alumni control, and activities of the society will be decided on only after the entire group is assembled.

Its sole purpose is to provide a totally free, honest and confidential atmosphere in which college seniors can discuss their experiences, their plans and their problems.

Secrecy is unfortunately necessary in order to insure complete confidentiality and to prevent curious outsiders from interfering with the group's activities.

Societies Venerable Tradition

Senior societies at Yale are a venerable tradition. Skull and Bones, the oldest and best-known "spook", was founded in 1832, and has an endowment of several million dollars. It occupies a huge windowless "tomb" in the middle of the Yale campus, and its activities and the financial rewards which it affords its members are subjects of constant speculation and rumor.

Along with Skull and Bones, there are seven other "above-ground" societies, with large endowments and tombs on or near the Yale campus. Most of these are subject to extensive control by their alumni.

Underground societies appeared at Yale around the time of World War II, as a reaction against the pompous prestige and exclusiveness of the established above-ground societies.

Their activities are similar to those of the above-ground groups, with the exception that false status and prestige are consciously avoided by keeping all details of each society's activities completely secret. Alumni control is generally minimal and the atmosphere is informal.

Each spring, the fifteen members of each senior society, above- and underground alike, seek out fifteen promising juniors to replace them for the coming year. Selections for all societies are made known simultaneously on "tap night" in May, when juniors are visited in their rooms at 8:00 P.M. by society members and are taken to their respective meeting places.

Tap Seniors This Month

The underground society which will tap Connecticut College seniors this month lost several of its members this fall due to unavoidable conflicts. At a meeting on September 25, the remaining members voted unani-

mously to break with tradition by holding a second tap, in order to replenish the society's ranks and to be able to include women fully in its activities.

It was decided not to accept Yale women this year because there are no female seniors at Yale, and because it seemed preferable to tap not transfer students, but girls who share unifying experiences, particularly those inherent in a non-coeducational environment.

Connecticut College was selected because of its high academic reputation and its proximity to New Haven.

Election to the society will be based mostly on information gained in informal personal meetings on the Connecticut College campus. Academic records and the like will not be considered. The society seeks members representing a broad range of interests, aptitudes, achievements, and ambitions.

Yale representatives from the society will be on campus in Larrabee's living room on Wed., Oct. 8 to answer any questions that students may have about the society.

Connecticut College seniors who wish to be considered for membership should send a note to RHW, 13 Lake Place, New Haven, Connecticut, including their names, addresses, and telephone numbers.

Letters To Editor

To the Editors:

For the past two years there's been a lot of student outcry about lack of student representation in academic affairs. Yet, when the Ad Hoc Committee offered open forum discussion on Thursday, October 2, the apathetic turn-out was pathetic.

If only 35 students can make the effort to be present when the committee solicits their opinions, then the whole student body should not be disappointed or surprised if their bid for representation in academic affairs is vetoed.

It's a shame that a few students have worked so hard and have come this far and now, when they need the support of the people whose views they were representing, they are left stranded.

This Thursday, at 4:45 in the Main Lounge of Cro, the Ad Hoc Committee for Student Representation on Faculty Committees will meet again to discuss student committees. If there is any chance of action being taken in favor of the students, we must show our support.

Martha Aldrich '72
 Jodie Meyer '72

Dear Editors:

In response to a news item, September 30, you are cordially invited to participate in an orgy sponsored by the newly awakened Harkness libertines.

Bring your own.....

Mary Harkness

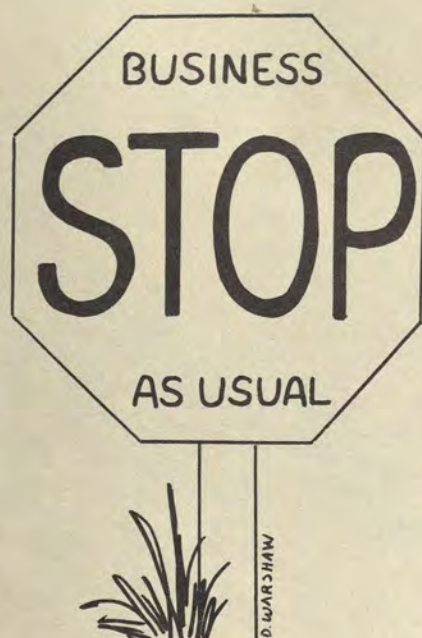
Columns Open to Students And Faculty

In order to encourage dialogue between *Satyagrah* and its readers, the newspaper last year established a column "Controversy," which is again open to all students for the expression of views directly concerned with issues discussed in *Satyagrah*.

Because of limited space, the editorial board must reserve the right to select the article to be printed each week. Students wishing to submit such articles should bring them to the *Satyagrah* office in person no later than 9:30 on Wednesday nights.

Faculty members are also encouraged to submit articles to *Satyagrah*, especially those which supplement the normal range of topics covered in the newspaper. Topics related to a faculty member's academic discipline, book reviews, essays, would be most appropriate.

Again, because of limited space, the editorial board will select the article to be printed each week if more than one is submitted. Articles may be mailed to *Satyagrah*, Box 1351 by Tuesday afternoon or brought to the *Satyagrah* office by Wednesday night at 9:30.



Forum Examines Student Faculty Cttes.

This Thurs., Oct. 9, the Ad Hoc Committee on Student Faculty Committees will sponsor the second in a series of open forums at 4:45 in the Main Lounge of Cro. Students and faculty are urged to attend.

The following is a partial taped transcription of the open forum discussion of the Ad Hoc Committee on Student-Faculty committees. The discussion was held on Thurs., Oct. 2.

Miss Evelyn Omwake, chairman of the committee, opened the discussion.

Miss Omwake: "You probably suspect by now that our committee members are in agreement that we would like to see the student body represented on faculty committees and this is the general feeling. That is, we feel this about student representation in general..."

"However, we do believe that if a matter of principle is not discussed in a group such as this one, discussion of specific committee recommendations which we would be presenting could not be effective.

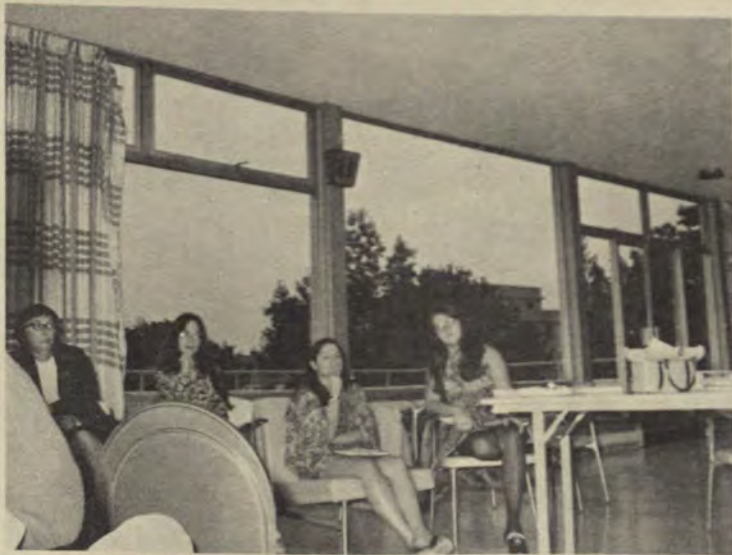
"It seems this is a very natural issue to come up at this particular time and it is important for us to be working with it as a testing of how much change does this college see itself as making where tradition is concerned."

Mr. Cranze: "...I should probably say at the beginning that I'm not afraid to talk to students and I don't dislike students. My sense is that we'd do better not to have students as regular members of faculty committees, specifically the advisory committee, instruction committee, and the faculty as a whole.

"So what I'm favoring here is the working out of the faculty voice by itself without regular student voting or nonvoting presence...mixing voices sometimes means you don't hear either very well..."

"On the positive side of interaction I strongly favor student voice being heard too. The model of interaction to me seems to be the Student Faculty Academic Committee....."

"On the positive side we on the faculty over the past years have not told you half enough of the reasons...which have been behind the things we have done, at least so that interested students could



MEMBERS OF THE AD HOC COMMITTEE listen to students and faculty.

find out.

"Remember a little bit you people haven't been interested for so terribly long. This is a new interest. I think it's a valid interest."

"I think the interest ought to be met. Perhaps faculty minutes ought to be distributed at least so far as they concern the students,... so that when the faculty makes the decision it shouldn't hit you just as a decision, it should be a presidential speech or a full statement of reasons behind it."

"But still, if education is the answer, then I think the three separate functions of trustees, faculty with administration, and students should be preserved."

Mrs. Sabine Jordan: "I do not see any reason why students should not hear what the faculty decides, that students should not be present at committees, and I think we have now had this system of the faculty voice being heard for quite a long time."

"It didn't work out as badly here as in Europe but it didn't work out so well that I could say it was perfect."

Wants Students Admitted

"I think one should try to admit students. It's quite true that there's a lot of work involved; the students may get tired, not this group but the next group which will take this kind of representation for granted, but we don't know about that. There's no reason why we couldn't change back to the old system, if the new one, if there is a new one, doesn't work out."

"I don't really see why the students should be separated; we are an educational institution."

"The students are part of this institution, as a matter of fact we would not exist without the students. And students, quite often as the system is now, are remarkably reluctant to say what is on their minds."

"I know this because I urge students again and again in my classes to speak up freely. It takes about one year of their knowing that I really mean it that students will finally say something, say something that is critical of course, that is critical of the method in which it is run, that is critical of the college."

"If it takes that long, the dan-



JULIE SGARZI supports student representation.

photo by rosenzweig

ger of students at Connecticut College taking over wholesale is relatively little."

Favors First-Hand Contact

"Now as for statements handed out to students, undoubtedly it would be more desirable that the students be given reasons for the decisions. On the other hand, that is like handouts from the Washington government. Sure, we are given handouts but they are selective."

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"Now I think nothing makes up for listening in to a real faculty meeting, and hearing different points of view and I mean all the people who speak at these faculty meetings want to express something which is good for the college."

"It is quite remarkable how different these points of view are. I think there will be more peace and harmony if the students see how difficult it is to agree on those things."

"I don't think there's anything to be ashamed of, so students can be present. I mean we are only human, if somebody says something silly, then someone says something silly. Students say lots of silly things too. So I am for student representation."

Miss Omwake: "...I think the question in my mind throughout the various discussions that I've heard has been, 'Are we at this point able to prepare students for mature citizenship by not introducing them to committees such as our faculty committees?' It is part of our obligation to fulfill the student needs at this point."

Pat Oglesby: "It seems to me that the whole new spirit of Conn is to strive for Conn College community. And if decisions are going to be made affecting the entire life of the community, then the entire community must participate. This is going to mean students on the faculty committees."

Julie Sgarzi: "The fact that voices are being heard separately and distinctly regarding problems that affect the two groups and the community, Connecticut College as the community, is defeating its own purpose — the problems are best understood by the people they affect...if you isolate the changes of solution, you cut them in half."

Mr. Wiles: "I just feel there's an insensitivity here to the minority point of view... We should respect the difficulty of those who hold minority positions and give them an opportunity to speak where they might not be so vulnerable..."

"I haven't tipped my hands on what I think of students on faculty committees, but I think each committee should be judged on its own merits."

Miss Hanlon: "...his willingness and trust in making this expression, to some extent, suggests that before us we have the ideal community where there is a great freedom and openness about expressing our opinion — and perhaps the concern with open expression may well be unfounded to us as a college community."

Mr. Cranze: "...Don't make the opposition too extreme; I don't think anyone here has suggested that there shouldn't be a student-faculty academic committee, that

there shouldn't be departmental advisory committees. I would favor an advisory committee that would be an all-College advisory committee."

"The thing I'm trying to defend is a point at which the faculty speaks separately...I'm concerned to preserve the place where the special functions of the faculty, where they speak from that aspect...analyze the notion of community carefully...community means sharing, but surely there is a special function we share, and in the sharing of that function, we are pulled into other committees."

Miss Hanlon: "...It seems to me that discussions of policy issues that concern students should be heard by students."

"And if I have something to say on that policy matter, I should be able to say it before anyone — that is, to stand by my statement... It's quite clear that the discussion of student representation on college committees will involve voting functions as well."

"And I think that I, like others here, would like to see these committees considered individually with respect to their functions..."

Mrs. Jordan: "...Did I talk about community? If I did, strike it off; I didn't mean it that way... I'm talking about something which has to do with practicality, the idea involved in education."

And the question is: while things have been going quite well, could they not go better? And could they not go better by trying to get channels of communication open...where we let each other listen to each others' coming to a decision — I think that is what the whole thing is about."

"Now about the popularity issue... As far as the junior faculty and the danger for the junior faculty having unpopular views is concerned, the junior faculty faces that danger at most universities, not at all. I think Connecticut College is a great exception to the rule."

"...There are universities where a junior member of the faculty can not speak up the way you can speak up here, where a junior member of the faculty is not allowed to vote the way you are allowed to vote here, where the climate is so that an instructor can not get up and give voice to an opposing view of a full professor."

"This works here... I see that this college is doing fine."



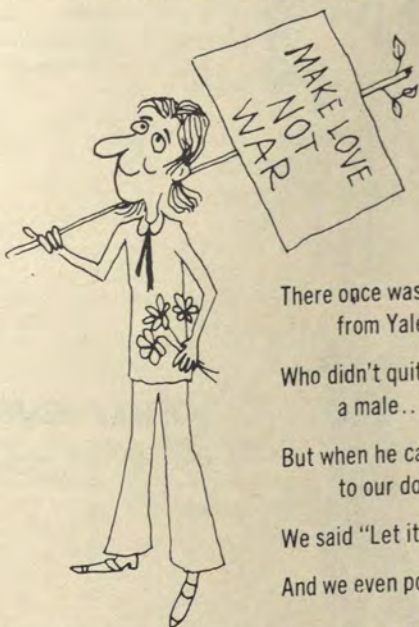
MR. CRANZ emphasizes the need for all-faculty meetings.

photo by rosenzweig

"Of course it may be that I'm biased. I'm still writing my dissertation. I'm still on both sides of the fence, and I can't help seeing things from both sides of the fence."

"Maybe in a year — I hope not, but I don't know — maybe that will change... So take into consideration that the junior member's view on these things may have to do with the junior member still being a student..."

"Maybe I'm not speaker here as faculty at all, but rather as a student."



There once was a sophomore
from Yale

Who didn't quite look like
a male...

But when he came
to our door

We said "Let it grow more"

And we even posted his hail!

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REVIEW

NATIONAL THEATER OF THE DEAF PRESENTS UNIQUE DRAMATIC ART

by Martha Sloan

The National Theater of the Deaf inspired its audience to a standing ovation after its Sunday evening performance of Moliere's "Sganarelle" and of a selection from Dylan Thomas' "Under Milkwood" entitled "Songs from Milkwood."

The plays chosen off-set each other well, maintaining a balance of comedy of human error (Moliere) and of drama with a melancholy and pensive collage of human dreams and realities (Dylan Thomas).

The performances of the National Theater of the Deaf are theatrically unique. The plays are enacted by deaf-mutes who "speak" their parts with exotic and graceful hand language. The same parts are simultaneously spoken by incidental characters in the set, thus making it possible for both hearing and nonhearing members of the audience to understand the dialogue.

Occasionally silver gongs and chimes resembling radar devices are used as "cues" to the deaf actors, while serving as appropriate sound effects for the hearing members of the audience.

"Sganarelle" was most effective in the first selection for his monologue in which he convinced the audience of his hearty sin-

ization of the spoken word, the hand-gestured word, and the pantomimed action.

The strength of simplicity was



PLAYERS FROM the National Theater of the Deaf communicate using hand symbols.

cerity through emphatic hand gestures and facial expressions, backed by clear and skillful delivery of lines by the speaker.

The company is to be especially commended for performance of "Songs from Milkwood", which evoked even more audience response to the skillful synchron-

best illustrated in this selection, where "hope," "fear," "love," and "remember" were the key words to ear and hearts involved. By the end the audience had fully realized the uniqueness of the opportunity—that only they could see and hear the lives presented.

We Were Young, Drunk and Twenty No Comps and Booze Flows Aplenty

by Sharon Cashman

"Every Day in Every Way, You are Growing Brighter and Brighter," proclaimed Dean Johnson to the forlorn freshmen of the class of 1970, struggling to make "point."

And Wednesday night the senior class of 1970 rallied and raged because it had grown brighter and brighter over the years — and it no longer had to prove it.

On Wednesday, October 1, a benevolent faculty voted to abolish Comps.

son came for a bourbon and water. Mr. DeGara was contacted at Princeton and blasted with cheers for his assistance in abolishing comps.

And class presidnet M. Kathy Doar urged everyone to appreciate the efforts of the class of '69.

You Had to Be There

A Seniors Only party was announced and the seniors surged to Lamdin living room for inimitable complex hospitality and fun.

Leslie Colton, renowned for

her temperance, showed the significance of the occasion by indulging in a drink or two.

And Gail Phetersen, not renowned for her temperance, showed the significance of the occasion by indulging in a drink or two. As did everyone.

Nostalgia was imminent, but still too far away to be oppressive, so a rollicking sense of communion and friendship prevailed.

To paraphrase Thomas Wolfe, "We were young and drunk and twenty—Comps are abolished—and we could never die."



DEAN JOHNSON joins students from all classes in celebrating at Mr. G's the abolition of comps. photo by rosenzweig

The Bells Are Ringing

The chapel bells clanged and the charge was on to G's ("the Conn girl's second home," as G himself announced). Class spirit and spirits of other sorts gushed, and people were raging and screaming, dancing on the tables and flaming on the floor.

The Harkness Reactionaries flashed peace signs which Nancy Duncan insisted stood for Virginity.

Marcia Morris, Conn's token Greek, was delegated to dance with G. And all linked arms and danced a la Kickline to "Chain of Fools."

Honorable Mention

President and Mrs. Shain came for the festivities and Dean John-

Coffin -- Unrest Becomes Insurrection Without Spiritual Dimension

by Linda Rosenzweig

Speaking with characteristic intensity and fervor, Rev. William Sloane Coffin stressed the importance of the spiritual dimension of insurrection at Vespers on Sun., Sept. 28.

The Yale University chaplain defined this spiritual dimension, or resurrection, as the "belief that men, while they may kill God's love, cannot bury it forever."

"This is a century," he continued, "which has planted more senseless crosses than any other. We must humanize our world. If we don't, it will turn to nightmare."

Society Becomes a Nightmare

"This society is fast becoming a nightmare because people refuse to believe that times are changing. Those people who block evolutionary change make revolutionary change inevitable," he explained.

Coffin criticized those people who define reality in terms of the status quo, because this stance allows them to label all dissenters as "unrealistic and immature."

University Engagement Crucial

The university need not be the catalyst of insurrection, said Coffin, but the claim on the univer-

sity takes the form of selfless research and objective analysis, followed, when possible, by active engagement.

No insurrection without resurrection

Becoming more impassioned, Coffin explained that unless unrest is quieted, it will rise up in insurrection. "And without love, the violence of unrest will only serve to bring about more violence."

"We must hate evil, while loving good. Without this love, we will only be damned good haters," Coffin emphasized.

"If insurrection becomes twice as militant, resurrection must become twice as tender. The demand is rough, but never without its promise."

"Few things are more wonderful than when your suffering comes from the outside, instead of being all torn up on the inside."

Coffin concluded, proclaiming, "Let us be honest. May we accept the demands of the spirit. May we be able to endure the darkness and the winter, in the hope of a coming spring."

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Dean Cobb Explains Student's Role

by Anne Lopatto

Q: What attracted you to accept this position at Connecticut College? Does the College offer anything special, in your view, as an academic institution?

Dean Cobb: "As a person involved in academia, I've known about the College as an exceptional academic institution. And I think that, for one who has long been involved with the small liberal arts college, Connecticut College is a most exciting place to be."

"Today the liberal arts college is, in many respects, more important as a pacesetter than the university or the pre-professional school. The small campus provides the ideal environment for the study of the past and the present. Today's students serve as couriers to carry the fruits of the natural sciences, social sciences and humanities to the next generation."

Smallness An Asset

"The University is very large, and because of this largeness there is often little student-faculty contact. At a small liberal arts college

such as this, there can be much on committees in the classroom and in living areas. This makes possible a dialogue about many subjects such as innovative ideas in curriculum."

Q: How would you define the creative role of a student on this campus?

Dean Cobb: On this campus the mechanism already exists which allows the creative student to express himself. I would say that his role would be to constantly verbalize ideas and try them out through Individual Study, Junior Year Abroad, exchanges with other campuses and Honors Programs.

In a big university, one student on a committee may in fact represent 10,000 with whom he has no direct contact. At this college, it is possible that one representative student can convey directly the wishes of the group.

Favors Student-Faculty Ctte.

Q: You feel, then, that the logical channel for student activi-

ty is the student-faculty committee?

Dean Cobb: Yes, it has worked effectively on many campuses. Of course, the student body must let its needs be known to its representatives on an ongoing basis.

Q: Do you see your own role, in part, as being that of an innovator?

Dear Cobb: "It's foolish to think of innovating for the sake of innovation. Also, it is first necessary to learn about the educational patterns of the College before I can know how I might be useful."

"As I see it in this year 1969, innovation is an ongoing acceptable idea here, a feeling in the air. Both faculty and administration are receptive to evolutionary change."

Q: Connecticut College has not been confronted by the problems of many other campuses. We are not an urban campus, nor do we have an active group of student radicals. Is this absence of im-

mediate problems necessarily the ideal situation on a college campus?

Dean Cobb: "The primary goal of students, faculty and administration is to provide an atmosphere for maximum learning. The student is here to learn to define what he is all about. Within this context there are two areas. The first is the quiet personal area of learning including mastery of such studies as languages, social sciences, natural sciences, art and music."

"On the other hand, students of today are upset—and should be—by certain problems in our society. Some of these are poverty, racism, pollution of our environment and war. This opens up another dimension of the student's life, and it becomes important to him that he speaks up and becomes physically and verbally active."

"On these issues, this activism on campus may result in a confrontation—intellectual or physical. The nature of the confrontation depends on the nature of the institution, on the dialogue constructed by all concerned."

I hope that here at Connecticut College the confrontation will be intellectual. I believe our College is responsive enough so that strong needs and issues can be met.

"Furthermore, it is important for a concerned student to follow through if his concerns are community-oriented. For example, a student should move into the community and try to help those who want, (and I use this word rather than "need") assistance."

"Part of our function as an academic institution is to recognize our responsibilities toward our fellow man, assessing always beforehand our talents and capacities."

"Our new Office of Community Affairs is addressing itself to this concept."

Q: There's an increasing demand for college courses that are "relevant" to modern life, and an accompanying concern in some quarters that relevance might be obtained at the price of academic quality. Is this a valid fear?

Dean Cobb: Popular demand does not equal academic superficiality, and "relevant" does not necessarily mean "immediate". Many people assume that such a requested course would have no academic value and would be a "gut" course.

"This might best be likened to a syllogism in logic and should be examined carefully. The best of two worlds, that is, current and meaningful, exists now in many of our curricular offerings."

"For example, how outdated is the concept of Humanism which was defined by scholars in the Renaissance period...way back in the 15th and 16th centuries? We, as students, teachers and citizens, focus in 1969 on individuals and their concerns, and rightfully so."

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Coeds Cross Roads into Africa

by Nancy Topping

This summer, two Conn students spent their vacation in Africa working in Operation Crossroads. Unlike the Peace Corps, Crossroads is a non-government sponsored organization, which sends groups of Americans and Canadians to Africa for four to eight weeks.

An average group is composed of students and teachers between the ages of 19 and 30. They live in villages with a group of corresponding size composed of inhabitants native to the country in which they are working.

Mary Alice Shepherd '71 spent the summer in Gambia. She and her group lived in a school and divided their time building schools for two villages. They worked as

behavior, clothing, religion and money economy of Britain, France and the United States, but the element of American materialism is missing."

Mary Alice commented that she attended a Gambian National Youth Council meeting and that the general mood of the meeting was that Crossroads was an excellent example of Neo-Colonialism.

Camarounians More Sympathetic To U.S.

Anne said that one of the reasons that Americans were more popular in West Camaroun than the British, French or Germans is that the Camarounians were more sympathetic to our colonial policies.

got along.

Crossroads has been striving for a parity of Black and white volunteers, and many of the groups, including Anne's, experienced racial discord. Anne said, "A lot of Blacks feel that whites have no place in Africa and that they are there only for a joy-ride."

They wouldn't talk to us, but I learned a lot about American racial problems from listening to their explanations to the Camarounians who have no experience with the problems we face in America."

Traveled for Two Weeks

Before leaving, both Anne and Mary Alice had two weeks in which to travel. West Camaroun borders on Nigeria, and the government has pledged to support Nigeria although the population is entirely behind Biafra.

Due to the proximity of the two countries, there are many Ebos living in West Camaroun. The crossroaders were not permitted to enter Nigeria, however.

Anne and Mary Alice would like to return to Africa. Both have kept in close touch with their friends from Africa.

Said Mary Alice, "As a people, they are so much warmer and friendlier than we are."

As part of the program, each crossroaders is asked to give 25 talks over a two year period. Each girl is presently preparing her slides. Anne expressed interest in the Peace Corps as a possibility for after graduation.

Mary Alice commented that the two organizations have a very different reputation, and said that the Crossroaders were sometimes better received.

Anne added that although she was content to avoid the Americans in her group for the summer, two years is a much longer period of time.



MARY ALICE SHEPHERD AND ANNE MAXWELL recount experiences in Africa this summer.

photo by rosenweig

masons making bricks and cement blocks, mixing cement and laying foundations.

Anne Maxwell '71 worked in West Camaroun. Unlike Mary Alice, the area in which she worked was fairly urban. She and her group also worked as masons building a youth center which they nearly completed.

Crossroads receives requests from the appropriate department of the country asking them to build a particular building or perform some task which it feels will be relevant to the community which they are serving.

Contacted Many Well-Educated

Both Mary Alice and Anne came into contact with much of the well-educated segment of the country. Both countries offer high-school training. Those who wish a college education usually have to leave the country.

Anne found that there was some interest in the war in Vietnam and other world issues, but both found that Americans were generally well received.

Explained Anne, "The people are well educated in the values,



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Moratorium

(Continued from Page 1, Col. 2)

Fact Sheet to be Prepared

Russ Josephson, an exchange student from Wesleyan, will prepare a fact sheet to be used for November canvassing and October vigils in the community.

In addition, the College Trustees will be meeting at Lyman Allen Museum on the day of the Moratorium. Students are tentatively planning a vigil to be held outside the Museum.

Public relations work for the Moratorium is being done by Lynne Griffiths, Barb Feldman and Susan Waks.

Any student interested in organizing any one of the Oct. 15 activities should contact the students listed above.



THIRTY-FIVE STUDENTS MEET to discuss plans for October 15 Moratorium.

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